



ASSESSMENT AND EVALUATION OF EARLY CHILDHOOD EDUCATION INSTITUTIONS

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Abstract: *This study aimed to determine the reality of assessment and evaluation conditions in early childhood education. This study used a*

qualitative approach and was conducted in five A-accredited ECE institutions in Banjarbaru City. The techniques used to collect data were by interview, observation and documentation. Data analysis used in this study followed the Miles and Huberman model. Based on the results of the research, the five institutions use 3 types of assessments in their implementation for their students, namely diagnostic assessments, formative assessments, and summative assessments. The results of children's reports to parents in the form of report cards each semester which use checklist techniques, work results, anecdotal records, and serial photos. The activity of reporting the results of children's assessments to parents is carried out every semester. So if the school has already completed the semester, the results of the assessment will be given to the children's parents. The report form for each semester is in the form of a report card. So the report card will represent all children's assessments in their learning.

Keywords: *Assessment, Evaluation, Early Childhood Education Institute, Banjarbaru*

A. Introduction

UU No. 20/2003 states that early childhood education is a way

to help children grow and develop in such a way that they are ready for further education when they reach the age of 6 years. This is a very important period for children to get the attention they need to grow and learn well. An important part of the teaching and learning process in preschool is conducting early childhood development assessments. This helps educators know the developmental characteristics and individual profiles of each child so that they can provide the best guidance and care. So, it is important for teachers in the preschool to be able to effectively assess early childhood developmental needs so that it can be done appropriately, correctly, and professionally (Rachmayanie, 2017). The term assessment is widely used in learning activities. In general, assessment refers to evaluation, but it is sometimes used to mean evaluation alone. Assessment is an important part of learning as it helps us to understand what children have learned. Evaluation can cover a wider area than just assessment itself. Assessment is a way to measure how well someone is doing. It is a way to tell someone about what they are doing, and it can be done in many different ways. Assessments have been around for a long time, and were first used in the 1980s. One of the main sponsors of assessment was Norman Gronlund. He is the person who wrote the most about assessment. Previously, assessment was always seen as evaluation. During this time many professors and lecturers assumed that assessment was evaluation (Multahada, 2018). Assessment is a way to see how well the child understands what they know and can do. It also helps to see what the child may not understand or be able to do (Musial, 2009). This is an important part of the assessment process that helps educators decide what steps to take to improve learning.

The level of achievement of children's development or growth and development can be seen through assessments carried out during the learning process (Mukhtar, 2020). An early childhood educator needs to understand early childhood assessment, meaning that educators need a clear framework that meets the needs of children in their environment. This framework can serve as a reference for educators when developing learning activities and assessing how progress is made and should reflect nationally accepted competency standards, and these standards will influence how children are assessed. During the learning

process, children's development is linked to assessment and evaluation processes that are designed to see the development of children's behavior naturally without relying on manipulation. This condition is called authentic, meaning that the appropriate assessment for early childhood is authentic assessment. To be able to conduct an effective assessment of the process and results of learning activities, it is necessary to consider the principles, techniques and instruments, mechanisms and procedures of assessment (Supena et al., 2018). The assessment includes both the process and the outcome of the child. Teachers and parents can provide appropriate learning assistance so that children can learn optimally. The outcomes of the child's work, the observations of the teachers and information from parents are needed to make a report on the children's learning development. Assessment must be carried out continuously, sustainably and directed to the process and results of the child's learning.

There is previous research related to ECE assessment, Prihantoro's research (2021) entitled *Formative Assessment in Early Childhood Education in Indonesia*. This study aims to show evidence of the problem that ECE assessment in Indonesia is not optimal. This study uses a literature research methodology by reviewing articles from empirical research on assessment practices in ECE. The results show that the characteristics of formative assessment do not appear in many ECE assessment practices conducted by teachers. Another study conducted by Ulkhatiata (2021) entitled *Assessment of Social Emotional Development through the Checklist Technique at Aisyiyah 8 Melirang Kindergarten*. This study aims to describe the checklist technique to determine social emotional development through a qualitative descriptive method. From the results of the study, Aisyiyah 8 Melirang Kindergarten uses assessment techniques, such as checklists, anecdotal records, and work results. The assessment of social emotional development also uses all three techniques. However, one of the most commonly used techniques is the checklist technique which is in accordance with the *Early Childhood Education Learning Assessment Guidelines, Ministry of Education and Culture Directorate General of Early Childhood Education and Community Education 2015*.

Then related to ECE evaluation is research conducted by

Jatmiko et al. (2020) entitled Application of early childhood learning evaluation in kindergarten. The purpose of this study was to find out more about how the implementation of early childhood learning evaluation in the *Dharma Wanita Persatuan* Kindergarten Bandar Lampung with descriptive qualitative research. The results showed that in the Implementation of Early Childhood Learning Evaluation at *Dharma Wanita Persatuan* Kindergarten Bandar Lampung stated that of the five indicators there were four indicators that had been fulfilled including (1) Formulating or determining activities (2) Preparing assessment tools or techniques (3) Establishing assessment criteria (4) Determining values. However, there is one indicator that has not been fulfilled, that is data collection. Teachers are less likely to collect data on the results of learning activities. Teachers should routinely collect data on the results of learning activities for students that have been carried out. This is done so that in the implementation of the assessment recapitulation later the educator has no difficulty in describing the learning outcomes of students.

The distinguishing point with previous research is that this study aims to determine the reality of the conditions of the application of assessment and evaluation in ECE institutions in Banjarbaru City. The results of this study are expected to be a description and reference in implementing assessment and evaluation in children in order to develop meaningful learning plans for children, useful in developing parenting patterns that are in line with the level of development and characteristics of children and become input for developing stimulation and intervention programs according to children's conditions.

The assessment component in learning, among other things, functions to provide information about the learning design used by the teacher in learning activities. To explain the relationship between the assessment component and other components in the implementation of early childhood education programs. Assessment is used as a benchmark for decision making. The decision relates to the individual or the child, the program or curriculum and the school as a whole. With the assessment can be estimated a student has learning difficulties or not. The value given is useful for all parties involved in helping the growth and development of children, especially parents, teachers and the

children themselves (Sari & Ahmad, 2019). NAEYC provides a statement regarding specific reasons regarding the importance of early childhood assessment, namely: (1) Make decisions about teaching and learning; (2) Identify concerns that may require focused intervention for the individual child; and (3) Help improve their educational and developmental intervention programs (Beaty, 2013; IvyPanda, 2020).

This study describes the real conditions of the implementation of assessment and evaluation by five early childhood education institutions in Banjarbaru City, namely Telkom Integrated PAUD, Banjarbaru Pembina State Kindergarten, Kartika V-3 Rindam Kindergarten, Fantasha Integrated PAUD, and Aisiyyah Bustanul Athfal Golf Kindergarten. This research is devoted to early childhood education institutions that are accredited A under the auspices of the ministry of education and culture.

B. Method

This research uses a multisite-based qualitative approach to determine the reality of assessment and evaluation conditions in the preschool. This research design is expected to reveal the meaning and describe the process of an activity in various places and different research subjects but is assumed to have the same characteristics. This research was conducted in 5 (five) early childhood education institutions in Banjarbaru City in 2022, i.e. *PAUD Terpadu Telkom, TK Negeri Pembina Banjarbaru, TK Kartika V-3 Rindam, PAUD Terpadu Fantasha, and TK Aisiyyah Bustanul Athfal Golf*. These five institutions are early childhood education institutions that have good institutional management and are accredited A in Banjarbaru City, so they were chosen as loci to describe the real conditions of the implementation of assessment and evaluation in early childhood education institutions.

The data sources in this study are the principals and teachers in the five early childhood education institutions. The techniques used to collect data were unstructured interviews, observation and documentation. Data analysis used in this research follows the Miles and Huberman model which consists of three steps, namely reducing data, displaying data, and conclusions.

C. Result and Discussion

1. Implementation of assessments in ECE institutions

Based on the results of interviews and observations, the implementation of assessments in PAUD Terpadu Fantasha dan PAUD Terpadu Telkom The assessment is carried out in 4 ways, such as checklist, work results, anecdotal records and serial photos, which have been integrated with the independent curriculum. Meanwhile, at TK Negeri Pembina Banjarbaru, TK Kartika V-3 Rindam and TK Aisyiyah Bustanul Athfal Golf carry out assessments in 3 ways, such as checklists, work results, and anecdotal records. From the results of interviews with school principals and teachers at Aisyiyah Bustanul Athfal Golf Kindergarten, *“There are actually many types of assessment used by PAUD, but what is more often used is a checklist, and anecdotes they use numbers from 2-4 and stars to determine how developed children’s development as well as for anecdotal assessments are assessed when in class or during learning because each group only has 1 teacher with children consisting of 15 people so all children cannot be watched directly in detail but the teacher every lesson always makes a video so when the child is learning the teacher records it so that later the teacher can see from the video what unique events happened what the child did during the lesson.”*

Likewise interviews with the head of Kartika V-3 Rindam Kindergarten. *“The type of assessment carried out was using checklists, anecdotal notes and portfolios. Every day the teacher uses a checklist assessment, the things observed are the indicators that have been set in the daily learning plan that are in accordance with the child’s achievements on that day. Anecdotal records are only carried out at certain times if you find a child’s condition out of the ordinary. Portfolios are only carried out when reporting children’s learning outcomes to parents, namely at the turn of the semester. Kartika V-3 Rindam Kindergarten now still uses curriculum 13 where all learning activities still follow the existing curriculum regulations.”*

In carrying out this assessment, based on the type of assessment, such as diagnostic, formative and summative assessments carried out by the teachers of these institutions with the principal concerned to be able to present rubrics

that are in accordance with the potential and development of children so that the assessments obtained can be in accordance with the expectations of the teachers and their parents in the four ways of implementing the assessment.

The five ECE institutions use 3 types of assessments in their implementation for their children. First is diagnostic assessment, activities in this diagnostic assessment are carried out before teachers prepare lesson plans and or are still in the process of designing only in order to organize children's interests and talents in learning to stimulate children's development properly and appropriately. Second is formative assessment, activities in this formative assessment are carried out by the teacher after diagnosing the abilities that his children have significantly and then used as material to make rubrics (provisions or categories of things that will be used as standards for children in learning activities). In its definition, formative assessment is an assessment carried out to obtain information about the learning process that is being carried out by children (Anggraena et al., 2022). Therefore, by using this formative assessment, the teacher can see the children's ability when doing the activities that the educator has designed earlier from the diagnostic results. Then information will be obtained to improve the initial diagnostic results so that the learning activities can achieve optimal mastery of abilities in children. The results of this formative assessment are not included by the teacher in the final report to the child's parents (report card) but as a database for educators in preparing appropriate and independent learning for children so that the end result can be in accordance with expectations for both normal and special needs children.

Lastly, summative assessment is carried out by the teachers at the end of the lesson to determine the learning achievements of children from the learning that has ended. Summative assessment in the five ECE institutions is useful as evidence of what is mastered by children who will later be included in the final report to the children's parents (report card).

Table 1. Assessment techniques used by the institution

No	Early Childhood Institution	Technique of assessment			
		Checklist	Work product	Anecdotal record	Serial photos
1	PAUD Terpadu Fantasha	v	v	v	v
2	PAUD Terpadu Telkom	v	v	v	v
3	TK Negeri Pembina Banjarbaru	v	v	v	-
4	TK Kartika V-3 Rindam	v	v	v	-
5	TK Aisyiyah Bustanul Athfal Golf	v	v	v	-

Checklists are a highly selective form of recording because they contain a list of specific criteria and are limited to observable items that must be answered with a “YES” or “NO”. Checklists are also usually used in conjunction with other recording methods in order to best document the specific concern or area (Santi, 2019). Checklist sourced from the Daily Learning Implementation Plan (lesson plan) which contains indicators of the achievement of predetermined child development, which has been listed in the lesson plan. As the statement of the teacher at Telkom Integrated PAUD, *“Every day the teacher always uses a checklist assessment, the indicators observed are the indicators that have been set in the daily learning plan in accordance with the learning achievements that the child will achieve that day.”*

Guidelines for assessing the implementation of activities Correct or educators make mistakes in evaluating certain standards still use, which are 4 scales of measuring the status of child development, ie Not Developing (BB), Still Developing (MB), Developing As Expected (BSH), Developing According to Talent (BSB), can be replaced by giving values in the form of stars. After the learning is complete, this scale will be applied to the assessment document filled out by the teacher (Ulkhatiata, 2021). Based on the results of the interview, teachers always use checklist assessment every day, the indicators observed are indicators that have been set in the lesson plan in accordance with the developmental outcomes that children will achieve on that day.

The work product assessment technique is used to motivate

children to actualize their interests and talents in the form of work product. The results of the work carried out at PAUD Terpadu Fantasha are on the results of the child's work later behind the results of the work the child can tell the results of his work can be in the form of writing a story made by himself or the teacher but mostly done by the teacher to write the story, made in the form of a narrative. For example, today the child draws freely there the child can tell about the results of his work, then through the expression of the story the teacher can write and it is included in the assessment of anecdotal records through the story that the child is able to tell the results of the picture he made.

Anecdotal records record the child's name, the play activity or learning experience the child participated in, and his/her behavior, including the statements made during the learning activity (Anggraini & Kuswanto, 2019). The anecdotal record is made by writing what the child said and did accurately, objectively, simply, completely and meaningfully without any subjective interpretation from the teacher. Accurate (precise), objective (as it is, without labeling for example, whiny, lazy, naughty), specific (specific or particular), simple (not wordy), and teacher records related to instruments and indicators that arise from child behavior. Anecdotal records in the form of activity journals should be accompanied by photos of children's activities. Based on the teacher's statement at Telkom Integrated PAUD and Aisyiyah Bustanul Athfal Golf Kindergarten, "*The use of anecdotal notes is only carried out at any time if there are conditions in children out of habit.*"

Anecdotal records aim to strengthen teachers' understanding of each children as a pattern or children's profile and as material for preparing the next learning plan. The purpose of the assessment with the anecdotal record technique is to strengthen the teacher's understanding of each children's profile and make it easier for the educator to re-emerge the expected behavior or prevent the re-emergence of inappropriate behavior. So that teachers can modify children's behavior (Purwasih, 2018). There are several characteristics that distinguish anecdotal records from other assessment techniques. The characteristics of a good anecdotal record include: Contains information on date, place, and atmosphere; Describes the child's actions and the reactions of

people around the child; and Displays gestures made by the child, such as mimics, gestures, voice pressure. In its application in ECE institutions, anecdotal records are only carried out occasionally if there is a child's condition out of the ordinary.

The serialized photo assessment technique is an assessment technique that has just been used by PAUD Terpadu Fantasha dan PAUD Terpadu Telkom. This evaluation was conducted only for the driving school in the independent learning program. These serialized photos have children doing a series of sequential activities. For example, regarding the practice of washing hands, the teacher can prepare a good and correct and sequential hand washing activity and show it to the child and invite the child to do the same thing as in the picture that the teacher presented in sequence earlier. Thus the child can see, imitate, and imitate in their own style the systematic stages that the teacher has prepared earlier. Another way of implementing this technique is for the teacher to invite the child to draw or carve any shape that the child likes according to the child's interests and talents and color it with the color that the teacher has prepared. So that the result is that children will imagine the shapes and colors that are serialized between one picture and another.

Based on the results of interviews with the principal of PAUD Terpadu Telkom, *"Before conducting daily assessments, teachers carry out initial screening (when new children enter) assisted by a child psychologist, so that children who experience developmental disorders can be identified. Then on the assessment that teachers have carried out every day, a recapitulation and analysis of the assessment results is carried out in the weekly, monthly, and then semester ranges. The results of the assessment of child development in one semester are then reported to parents, both in the form of soft and hard."* The initial step of the assessment designed is carried out by compiling and agreeing on the stages, techniques, and instruments of assessment as well as determining indicators of children's developmental achievements. After that, teachers carry out the assessment process by collecting and reviewing various and comprehensive information about the growth and development that has been achieved by children during a certain period of time. By adjusting to the stages, techniques and instruments of assessment, then documenting the assessment

of children's learning processes and outcomes in an accountable and transparent manner, then reporting children's developmental achievements to parents.

2. Child Development Assessment Report

Based on the results of interviews with the five principals of ECE institutions, the activity of reporting the results of children's assessments to parents is carried out every semester. So if the semester has been completed, the results of the assessment will be given to the children's parents. However, reporting every semester is in the form of a report card. So the report card will represent all children's assessments in their learning. Based on the results of interviews with school principals and teachers, *"The report form used in Banjarbaru's public kindergarten is a report card and is submitted every six months to parents of students. usually when distributing report cards, the teacher gives 5 minutes for parents so that the teacher can convey how the child is developing while at school."*

Based on the results of an interview with the principal of the PAUD Terpadu Fantasha, *"The form of reporting the results of the assessment to parents is narrative. For example, in the play center activities, child A is able to arrange three to four blocks to form a building. This is a form of narrative that was implemented in the PAUD Terpadu Fantasha before it was integrated with the independent curriculum but for now the results of the assessment reporting to parents remain in narrative form but only three elements of developmental outcomes are used, namely in the form of religious and ethical values, identity development, literacy, and STEAM."*

In PAUD Terpadu Telkom, assessment reporting to parents is in the form of photos, videos, digital portfolios and parent meet teacher notebooks and report cards. This reporting is carried out on a daily basis, such as photos and videos sent by teachers to the whatsapp group of parents to report on learning activities carried out by children on that day. There is also reporting that is carried out once every 3 months, this activity is called parent meet teacher where the teacher will tell parents what the child has done or the results of the child's development during the 3 months of Teaching and Learning Activities. Educators also collect information from parents about the nature and learning

style of children while at home, this is done so that there is no miss communication and synchronization between at home and at school. Then the last is reporting which is carried out every semester in the form of report cards and digital portfolios. The digital portfolio is in the form of videos of various works or tangible evidence of learning outcomes and other activities in children sent via email to parents. This is in accordance with the development of the world of education and global demands, so there are educational innovations that involve the use of technology in education, one of which is e-portfolio assessment (assessment using electronic portfolios). The research shows that the implementation of authentic assessment in PAUD institutions in the 4.0 era can use various types of technology such as iPad applications, electronic-folio (e-portfolio) ports, and images and videos (Khairunnisa AP & Mahyuddin, 2022). The ePortfolio system used in this study helps children to revisit their learning and become more involved in their own formative assessment. This means recalling what they have learned, reconnecting with it, and restarting the process to make sure they learn everything they can. This is important for children, who can become active contributors to their own learning journeys (Hooker, 2019).

In education, assessment is defined as a systematic process of collecting, analyzing, interpreting, and making decisions about the information collected. For the other four institutions, there is also daily reporting, which is done verbally and specifically to the children's parents when the learning time has finished at school to convey the children's development and what stimulations parents need to do at home to help develop children's development that has not been reached optimally. Assessment is not a result but a process that is carried out systematically. According to Gronlund as cited by Zaenal Arifin, assessment is a systematic process of collecting, analyzing, and interpreting information or data to determine the extent to which students have achieved learning objectives. Assessment is the process of determining decisions about an individual, agency, program and so on with the aim of making improvements and determining success (Sudjana, 1995). Assessment is a systemic and sustainable process or activity to collect information about the process and learning outcomes of students in order to make decisions based on certain criteria and

considerations. In order for teachers to assess children's progress in each area of development, teachers must know the goals to be achieved in teaching and learning activities. The function of an assessment or assessment is to, as follows: 1) Collect information or information needed to determine the level of understanding and skills of children; 2) Comparing the results of previous and current assessments; 3) Comparing current results with educational goals; 4) Consistently observing the activity while engaging in it; 5) Comparing the results of previous and current assessments; 6) Comparing the results of current assessments with educational goals (Nurjanah, 2017; SercCarleton, 2023). In the future there are several suggestions, parents are expected to be able to determine what steps or efforts can be taken to help the growth and development of children. For teachers as input in designing further learning activities for each child. For children themselves can be an encouragement or motivator in developing themselves in the future.

D. Conclusion

The implementation of assessment and evaluation of early childhood learning is in accordance with the procedures in the assessment and evaluation of learning in early childhood through Ministerial Regulation No. 137 of 2014 concerning Early Childhood Education Standards in Chapter VI Section 21 explains the assessment mechanism. From designing assessments of children's developmental achievements, implementing assessment and evaluation of learning, and reporting assessment results to parents carried out twice a year. The five ECE institutions use 3 types of assessment in their implementation for their students, which are diagnostic assessment, formative assessment, and summative assessment. In providing the results of children's reports to parents, these five institutions use report cards in which they use checklist techniques, work product, anecdotal records, and serial photos. These techniques are used in carrying out assessments of children in the five ECE institutions because they complement each other and clarify the assessment of each child accurately and significantly in accordance with the development of the child's age phase in STPPA (Standard Level of Achievement of Child Development) and the achievement

of child development in the independent learning program of early childhood education. So from the design of the 3 forms of assessment (diagnostic, formative, and summative) it is used as a supporting basis for STPPA and child development outcomes to carry out appropriate and significant assessments and assessments for each student in the five ECE institutions.

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